

# Research on the problems and counter measures of permeating life education in high school ideological and political courses

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**Abstract:** Life education is extremely precious. This paper aims to optimize the infiltration path of life education in senior high school ideological and political lessons. First of all, from the connotation of life education, the relevant concepts are defined, and the relevant literature is consulted to analyze the necessity of high school ideological and political lessons to penetrate life education. Secondly, it analyzes the problems existing in the infiltration of life education in the current high school ideological and political lessons: the life education mode is simple and mere form, the teachers' life education quality is relatively lacking, the life education content is fragmented and fragmented, and some students lack the learning awareness of life education. Finally, in view of these problems, this paper puts forward some countermeasures such as improving the professional quality and ability of ideological and political teachers in life education, enriching the teaching methods of life education, attaching importance to and giving full play to the main role of students in life education, and constructing the collaborative mechanism of family, school and social life education.

**Keywords:** Ideological and political course in senior high school; Life education; Problems; countermeasure

## 1. Introduction

During the two sessions in 2024, Ma Jun and other CPPCC members put forward a proposal to accelerate the Construction of life education System in universities, primary and secondary Schools. Life education has become a hot topic for a while<sup>[1]</sup>. In recent years, the phenomenon of high school students' indifference to life has occurred from time to time, and has gradually become a common problem faced by families, schools and society. Ideological and political course is the key course to carry out the fundamental task of cultivating morality and people, and senior high school is the critical period of students' physical and mental development. It is of great significance for high school students to establish a correct view of life by infiltrating life education in the course of thinking and politics.

## 2. Related Concepts

### 2.1 Life education

The connotation of life education is mainly to teach people to understand life, protect life, cherish life, appreciate life, explore the meaning of life, and realize the value of life, or in the whole process of an individual from birth to death, through a purposeful, planned and organized cultivation of life consciousness, survival ability and sublimation of life value. The core of the activity process to fully demonstrate the value of life is to cherish life, pay attention to life quality and highlight life value.

### 2.2 Life education permeates the ideological and political course in senior high school

The infiltration of life education in high school ideological and political courses is to integrate life education into the ideological and political courses of high school, which means that on the premise of respecting the healthy physical and mental development of high school students, some innovative teaching methods are introduced to teach the course content containing life education elements. Doing so can help high school students better understand the value of life, establish a grand life goal, and

encourage high school students to strive to realize the value of their own life in the journey of pursuing their dreams.

### ***2.3 Class Standard Requirements***

The Ideological and political curriculum Standards for ordinary high schools pointed out that ideological and political courses should not only impart knowledge, but also pay attention to the overall development of students, especially the cultivation of students' life consciousness and values<sup>[2]</sup>. It puts forward requirements for life education from two aspects: content and teaching implementation.

In terms of content, the new curriculum standard requires to strengthen students' cognition of life value, guide students to know the uniqueness, preciousness and reversibility of life, and understand the value and significance of life; It is necessary to pay attention to the cultivation of students' life emotion, cultivate students' love, respect and reverence for life, and enhance their self-protection awareness and ability; It is necessary to cultivate students' responsibility for life, guide students to clarify their responsibilities in family, school and society, and learn to cherish life, care for others and serve society.

In terms of teaching implementation, the new curriculum standard emphasizes that the curriculum content should be based on students' life, close to students' reality, and start from the examples around students to guide students to experience and feel life; Case analysis, role play, simulation and other methods should be used in curriculum teaching, so that students can comprehend the true meaning of life in practice; Pay attention to students' emotional experience and inner feelings, and guide students to establish a correct view of life through emotional resonance.

## **3. The necessity of infiltrating life education in high school ideological and political lessons**

The new curriculum standard emphasizes student-oriented, focusing on students' real life and long-term development, cultivating students' sound personality and promoting students' healthy development. Infiltrating life education in senior high school ideological and political courses is the practical need to carry out the fundamental task of cultivating morality and educating people, which has far-reaching significance for the school to perfect the concept of educating people, the formation of the correct view of life for senior high school students, and the harmony and stability of society.

### ***3.1 It is conducive to the implementation of the fundamental task of Life educating people***

The people's aspiration for a better life is our goal, Xi said<sup>[3]</sup>. What is better education? We should comprehensively implement quality-oriented education, deepen comprehensive reform in the field of education, strive to improve the quality of education, and cultivate students' sense of responsibility, innovative spirit and practical ability." The primary premise of implementing life education in senior high school is to deal with the relationship between "knowledge growth" and "life growth". So, how to guide students to feel the meaning of life and construct a correct view of life in the busy process of knowledge learning has become a core proposition. In essence, it is the problem of how to cultivate people. Therefore, life education is also a kind of "tree people" education. To carry out life education in senior high school is the realistic need to carry out the fundamental task of cultivating people by virtue and to promote the implementation of the fundamental task.

### ***3.2 It is helpful for the school to improve the concept of educating people***

Under the background of exam-oriented education, high schools pay too much attention to improving students' academic performance and school enrollment rate, and regard life education as the task that class teachers should complete, but neglect the important role of school in life education. The promulgation of new curriculum standards and the continuous advancement and deepening of quality education reform make high school gradually shoulder the burden of life education while imparts knowledge. Restricting life education to classroom teaching in high school will greatly weaken the vitality of life education. At the same time, due to the social environment and other reasons, some high school teachers do not realize the importance of life education in the teaching process. Therefore, life education should be closely combined with the school's education concept and the teacher's education concept, so as to form a joint educational force, improve the effect of life education, and perfect the school's education concept. Under the guidance of the perfect education concept, senior high school students have a more comprehensive cognition of life and a fuller understanding of life.

### ***3.3 It is conducive to the formation of high school students' correct view of life***

Young people are the future of the motherland, the hope of the nation, and the future of innovation." High school students are in a critical period of physical and mental development, their understanding of the word "life" tends to be superficial, coupled with the exam-oriented education environment, schools and families pay too much attention to students' academic performance, thus ignoring students' mental health development, which leads to high school students bear too much pressure, suicide, depression and other problems emerge in an endless stream. The implementation of life education in high school is conducive to guiding high school students to realize the value of life, cherish life and fear life, so as to form correct values, respond to setbacks and challenges in life with a positive attitude, and march forward with a fearless attitude. Brave the wind and the waves, and sail the sea.

### ***3.4 It is conducive to social harmony and stability***

With the progress of society and the development of The Times, cultural and ideological exchanges between countries are becoming more and more frequent. With the establishment of economic, political and cultural relations with other countries in the world, the ideas of individualism, egoism and liberalism in Western countries have also been introduced into China. While high school students enjoy the convenience of the Internet, they are also deeply affected by these thoughts<sup>[4]</sup>. Because high school students are not mature physically and mentally, they are easily affected by these factors, resulting in deformed values, and the phenomenon of neglecting and ignoring life. For example, the Internet has been going viral for a long time, a high school student fan of a singer is over-indulged, thinking that if they can marry each other in this life, it will be a blessing. After learning that the singer was going to get married, she felt betrayed and took her own life. The implementation of life education in high school is conducive to guiding high school students to establish a correct outlook on life and values, and encouraging high school students to devote their limited life to the cause of the nation and the country in order to realize their own value. In the long run, the society's attitude toward life will also change, and then promote social harmony and stability.

To sum up, it is very necessary for high school ideological and political courses to infiltrate life education, which has positive significance for the implementation of the fundamental task of the country, for high school, for the society and for high school students. The implementation of life education can not be completed by the strength of a single person, but needs the joint efforts of education, adhere to the problem-oriented and explore the path.

## **4. High school ideological and political lessons permeate the problems of life education**

### ***4.1. The way of life education is simple and mere form***

At present, the main teaching method of life education is indoctrination. Indoctrination makes the incomprehensible knowledge more boring, and the high school classroom becomes the heresy of knowledge. In the teaching process, teachers play a leading role completely, but ignore the students as the main body, ignore the students' "learning", resulting in students' emotional dislocation, difficult to understand and feel life education. In addition, the environment of exam-oriented education makes life education a task to punch a time card, thinking that as long as the class is arranged or the class teacher opens the theme of life education, life education will be completed. This wrong understanding makes life education a mere formality, without in-depth penetration and implementation. Simple infusions or formalized life education simply cannot introduce high school students into the emotional atmosphere of understanding life and cherishing life. If students have a shallow understanding of life education, they will not be able to produce life understanding, and then the implementation of life education will not achieve good results.

### ***4.2. Teachers' quality of life education is relatively lacking***

The promulgation of new curriculum standards and the reform of teaching materials have put forward higher requirements for high school ideological and political teachers. In addition to completing daily teaching tasks, teachers also have to prepare lessons, listen to lectures, correct homework, carry out teaching and research activities, participate in discipline competitions and academic activities, etc. Some teachers also undertake administrative work, or face the evaluation of professional titles, which makes high school teachers bear huge pressure. In addition, no matter in the

school learning stage or in the pre-service training, teachers rarely involve the training and theoretical learning related to life education. Teachers have weak knowledge reserve for life education, little research on life education, and insufficient ability to impart life education, which makes teachers stumble and powerless in the process of life education.

#### ***4.3. The content of life education is fragmented and scattered***

Under the background of the new curriculum standard, the textbooks of senior high school ideological and political courses have been adapted to different degrees. However, there is no chapter or fragment in the textbooks to specifically talk about life education, life education only exists in the textbooks of each subject. When teaching, teachers only tell about the connotation of life education in a superficial way, lacking of in-depth discussion and explanation. In the long run, students' thinking and understanding of life education will be relatively shallow, and it is difficult to achieve a deep grasp of life education<sup>[5]</sup>. Moreover, the fragmented content of life education is difficult to form a complete knowledge system, students' understanding of life education will not be comprehensive enough, and their thinking logic for life education will not be clear. The fragmentation and fragmentation of life education content make it difficult for students to grasp the key contents of life education, and it is difficult for life education to achieve ideal results.

#### ***4.4. Some students lack the learning consciousness of life education***

As the subject of learning, students' cognition and understanding of life education will directly affect the effect of teachers' life education. Under the background of the new curriculum standard, some teachers have strengthened the strength of life education accordingly, and most of them have awakened the consciousness of life education and can realize the importance of life education. However, in the face of heavy academic pressure, some students do not have the time and energy to accept life education, let alone bear the heart to understand it. Senior high school is the critical period of students' physical and mental development. Students are not mature enough in body and mind and are easy to be interfered by external factors, so they neglect the study of life education. For example, schools and parents pay attention to students' academic performance and require students to spend a lot of time on book learning; Or, some parents hope that their children will be successful and their women will be successful. They think that life education knowledge is a waste of time. They should use these time to brush more questions and listen to more classes. Because of this, some students lack the awareness of learning life education and only focus on the tasks assigned by teachers and parents.

### **5. High school ideological and political lessons in the infiltration of life education countermeasures**

Knowledge becomes fresh because of life, life becomes thick because of knowledge. In the high school ideological and political lessons infiltrate life education, give play to the leading role of teachers, respect the principal position of students, guide students to understand life and feel the value of life, form a correct view of life, promote the implementation of high school life education, and achieve good results.

#### ***5.1. Enriching the teaching methods of life education***

High school students' independent consciousness and self-awareness are enhanced, and they will have their own thinking and opinions on things. The traditional infusing teaching method overemphasizes the teacher's "teaching" and neglects the students' personal opinions and thinking, and the students passively accept the relevant knowledge of life education. This is also an important factor affecting the effect of life education. The new curriculum standards advocate flexible use of a variety of teaching methods to stimulate students' interest in learning. In the life education, we can make use of a variety of teaching methods. First of all, we can adopt the teaching method that combines explicit education and implicit education. In addition to the direct explicit education of life education theory, there are many recessive factors in the school and class environment, such as the cultural corridor of life education and the school spirit related to life education, which will give students recessive life education. Secondly, we can adopt the teaching method that combines theory and practice. The life education theory learned in classroom teaching needs to be consolidated in practice so as to deepen students' understanding. For example, the life education theme speech activities and earthquake safety drills are set up, so that students can face up to life and understand the meaning of life in the process of

participation.

### ***5.2. To enhance the professional quality and ability of ideological and political teachers in life education***

Ideological and political teachers play a leading role in the process of ideological and political lessons penetrating life education in high school, and the professional quality and ability of teachers will also have an impact on the effect of life education. First of all, ideological and political teachers should set up the correct idea of life education. Teachers are the guide of students' character and the guide of their growth. Only the teachers establish the correct idea of life education, adhere to the correct method of life education, life education can develop towards the right road, in order to achieve good results. Secondly, the life education consciousness of ideological and political teachers should be improved. The key to the good effect of life education lies in the teachers' life education consciousness. Teachers should actively study the relevant theories and knowledge of life education, broaden their knowledge reserves, improve their cognition of life education, consciously understand life, cherish life, Revere life, give play to the exemplary role of teachers, and encourage high school students to realize the beauty of life. Finally, the ability of ideological and political teachers to dig out knowledge related to life education in textbooks should be improved. Teachers should consider the law of physical and mental development and age characteristics of students, combined with the content of the teaching materials to be taught, dig out the resources related to life education, and imperceptibly carry out life education to students in classroom teaching.

### ***5.3. Attach importance to and give full play to the principal role of students in life education***

Senior high school students are in the main position in the process of ideological and political lessons infiltrating life education, so ideological and political teachers firmly establish the "student-oriented" student view, consider the actual situation of students, respect and understand students, and guide students to understand life education at a deeper level. First of all, cultivate students' life education consciousness. Teachers should guide students to establish a correct sense of life education, face up to the difficulties and challenges they face, and encourage students to choose their favorite way to deal with worries, such as going to see a movie, listening to music, going out with good friends, etc., which can help eliminate students' negative emotions and form life resilience. Secondly, stimulate students' interest in life education. In the process of life education, we can combine the Internet and other technologies to change the traditional teaching methods, choose materials that are actually relevant to students and students are interested in for life education, stimulate students' interest in learning, and improve the quality of life education. Finally, cultivate students' feelings of life value. When carrying out life education, we should pay attention to cultivating students' feelings of life value and guide students to think about the value of life -- what kind of life is the most valuable. Deeply understand the meaning of life, strengthen the value of the guidance.

### ***5.4. Establish a collaborative mechanism for life education among family, school and society***

If life education wants to achieve the ideal effect, it is not enough to rely on the strength of a single person, but also needs the family, school and society to form a joint force, build a collaborative mechanism, and work together to commit to the implementation of life education. First of all, in the family aspect, strengthen the communication and exchange between family and school, and enhance parents' sense of identity for life education. Parents are the first teachers of children. Only when parents fundamentally recognize and understand the implementation of life education, can law and school cooperate with parents to guide high school students to understand the value and significance of life. Secondly, in the social aspect, the society is an important foundation for the implementation of life education in senior high schools, integrating all the resources available to the society, establishing public welfare places for life education, enriching the forms of life education, and providing the necessary guarantee for the fact of life education. Finally. In the school, according to the actual situation and age characteristics of high school students, the corresponding life education courses are set up, the life education resource bank is constructed, and the life education theme practice activities are carried out.

## 6. Conclusion

Life is of immeasurable value to everyone, therefore, how to accurately understand and recognize life, and how to realize the real value and meaning of life within a limited time, so as to make life more colorful, is a topic that everyone needs to think deeply about. Ideological and political course is the key course to implement the task of moral education, and high school students are in the transition period of life development, the face of pressure from all sides, but also suffer from no appropriate way to solve, in the long run will form psychological problems. Therefore, it is imperative to effectively infiltrate life education in senior high school ideological and political lessons to enhance the resilience of senior high school students' lives.

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